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ABSTRACT

This report provides highlights of the Job Training Partnership Act (JTPA) in Virginia. An overview details the focus of the report--programs and activities under Title II--and describes program organization and planning. Section II provides an overall picture of JTPA in Virginia. Topics include its funding history, client characteristics, performance measures, participant follow-up, private sector involvement, and Title II-A youth programs. Section III focuses on summer youth programs. Objectives, guidelines, and descriptions are provided for the Private Sector Mentorship Program, Summer Youth Employment and Training Program, Summer Youth Employment and Training Institute, and Remedial Education. Section IV describes Governor's Employment and Training Department (GETD) and Governor's Job Training Coordinating Council (GJTCC) initiatives. Discussion centers on the Reducing Dependency through Training Program; support of literacy efforts of the Virginia Adult Literacy Consortium; services to offenders; the Cities-in-Schools grant; the 1987 Governor's Conference on Employment and Training; regional coordination workshops; and the Unemployment Insurance Data versus Participant Followup. The final section addresses the future roles for the GETD and service delivery areas (SDAs) in welfare reform and aid for dislocated workers. An appendix provides information on Virginia SDAs. (YLB)

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JTPA PROGRESS

A Report to the General Assembly on the Job Training Partnership Act in Virginia

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Governor's Employment and Training Department

Governor's Job Training Coordinating Council

1989

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COMMONWEALTH of VIRGINIA

Governors's Job Training Coordinating Council

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James E. Price
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Dear Colleague:

In April, 1984, the General Assembly amended the Code of Virginia by adding Sections 2.1-704 through 2.1-713 to establish the Governor's Employment and Training Department (GETD), and to make it clear that it was the policy of the Commonwealth to participate in the programs afforded pursuant to the Job Training Partnership Act (JTPA) of 1982.

Now, after five years of implementing the JTPA program, critical questions should be asked--How effective is the JTPA program? Is the program a viable one for taking care of the employment and training needs of the economically disadvantaged? Is the private sector playing a key role in JTPA?

To answer these questions, this report has been developed to provide highlights of the JTPA program and to enable you to see what has been accomplished. After reading the report, we believe that you will be quite pleased with the program's accomplishments.

Sincerely,

Thos. E. Capps

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Overview

OVERVIEW

The purpose of the Job Training Partnerhip Act (JTPA) of 1982 is to establish programs to prepare youths and unskilled adults for entry into the labor force. It also affords job training to economically disadvantaged individuals and other persons facing serious barriers to employment who need assistance in obtaining productive employment.

In addition to the economically disadvantaged, the Act provides employment and training services for dislocated and older workers. Services to Native Americans, Veterans and Migrant and Seasonal Farmworkers are provided statewide through grants administered on the federal level.

This report will deal primarily with programs and activities under Title II of the act.

TITLE II-A Provides job training services to eligible adults and youths age 16 and above, and allows for in-school programs under certain conditions.

TITLE II-B Provides job training services to youths between the ages of 14 and 21 during the summer months.

For the five years that the II-A program has been administered in Virginia, it has provided services to 81,301 individuals, and approximately 66,778 participants have terminated from the program. Of those 66,778 terminees, 36,796 were placed in jobs or received employability enhancement. Over the same period, the II-A program has served 44,789 adults and 36,512 youths. An average of 49.15 percent of the participants were white and 47.78 percent were black. Over 18,934 were welfare recipients, 25,110 were dropouts, and 7,779 were handicapped/disabled individuals.

In addition to the II-A program, the II-B program has provided jobs/training during the summers over a four-year* period for 37,166 youths between the ages of 14 and 21. Approximately 63.85 percent were black and 41.73 percent were white. Welfare recipients were 14 percent of the II-B youths, 6.61 percent were dropouts, and 16.25 percent were handicapped or disabled.

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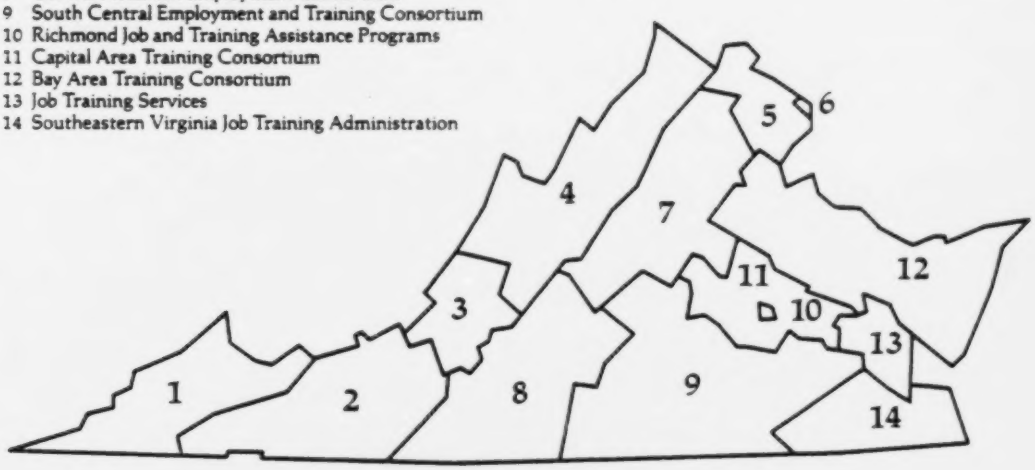
* There was no JTPA summer program for Transition Year 1983 (October 1, 1983 through June 30, 1984).

The accomplishments of the program over the five-year period are due to the leadership provided by three major administrative entities, such as the Governor's Job Training Coordinating Council (GJTCC) that is responsible for advising on job training, coordination, service delivery, performance standards and other employment and training issues; the Governor's Employment and Training Department (GETD) that is responsible for promoting the effective and efficient delivery of employment, training and related services, oversight of JTPA activities, and an evaluation of human resource needs priorities and programs; and private industry councils (PICs) that determine how the JTPA program will operate within the 14 geographically-defined service delivery areas (SDAs)*. The PICs are comprised of a majority of the private sector, and include educational agencies, organized labor, community-based organizations, economic development agencies, and rehabilitation agencies.

Service Delivery Areas in Virginia

1 SDA-ONE, Inc.
2 New River/Mount Rogers Employment and Training Consortium
3 Fifth District Employment and Training Consortium
4 Shenandoah Valley Service Delivery Area
5 Northern Virginia Manpower Consortium
6 The Alexandria-Arlington Job Training Consortium
7 Piedmont Service Delivery Area
8 Central Piedmont Employment Consortium
9 South Central Employment and Training Consortium
10 Richmond Job and Training Assistance Programs
11 Capital Area Training Consortium
12 Bay Area Training Consortium
13 Job Training Services
14 Southeastern Virginia Job Training Administration



The JTPA Program in Virginia for the last five years has operated under a very comprehensive planning process that involves many agencies and organizations on both the state and local levels.

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* See appendix for list of localities by SDA.

The planning process generally begins with the development of the Governor's Coordination and Special Services Plan. This document is an agreement between the Governor and the Secretary of Labor and focuses on how the JTPA program will operate in Virginia. It is a two-year plan, and is developed by the GETD in concert with the GJTCC.

This plan provides descriptions of how the funds will be utilized administratively for the basic Title II-A program as well as those state set-aside programs being administered by other state agencies through agreements with the GETD. In addition, it provides guidance to the local SDAs for the development of their local job training plans in the form of an Annual Statement of Goals and Objectives and Coordination Criteria. The SDAs use these parts of the Governor's Coordination and Special Services Plan to establish goals and objectives and coordination activities locally.

Each SDA develops a local job training plan in response to the guidance in the Governor's Coordination and Special Services Plan. The local job training plans encompass a two-year period. They can be catagorized into three different parts—the master plan, the annual plan, and the implementation strategy.

The master plan describes the administrative system within the SDA. The annual plan documents the goals and objectives that the SDAs will attempt to achieve during the two-year period. The implementation strategy outlines the projects that will be funded. These projects are the key to the SDA meeting its goals and objectives.

In addition to the program plans, the GETD and the GJTCC operate under their own strategic plans. The department maintains a four-year strategic plan, whereas the council's actions are guided by a two-year strategic plan.

The GETD, the GJTCC and local SDAs, to the fullest extent possible, include all identified employment and training and related agencies and organizations in the development and review of their respective plans.

JTPA Program in Virginia

FUNDING HISTORY FOR JTPA IN VIRGINIA

Title II-A funds are appropriated to pay for employment and training services to low-income youths and adults. Additionally these funds must be divided in the following five ways:

1. Seventy-eight percent of the dollars are passed from the GETD to the SDAs to establish employment and training programs for eligible youths and adults.

2. Eight percent of the dollars are used by the Department of Education to develop basic skills programs.

3. Six percent of the dollars are used by the GETD to fund technical assistance services and to reward outstanding local performance.

4. Five percent of the dollars are used by the GETD to pay its administrative cost.

5. Three percent of the dollars are distributed to the Department for the Aging for older workers programs.

Title II-B funds are passed from the GETD to the SDAs to establish summer employment and educational programs for eligible youths.

Table 1 shows the funding history for JTPA in Virginia and reports the total dollars which are administered by the GETD.

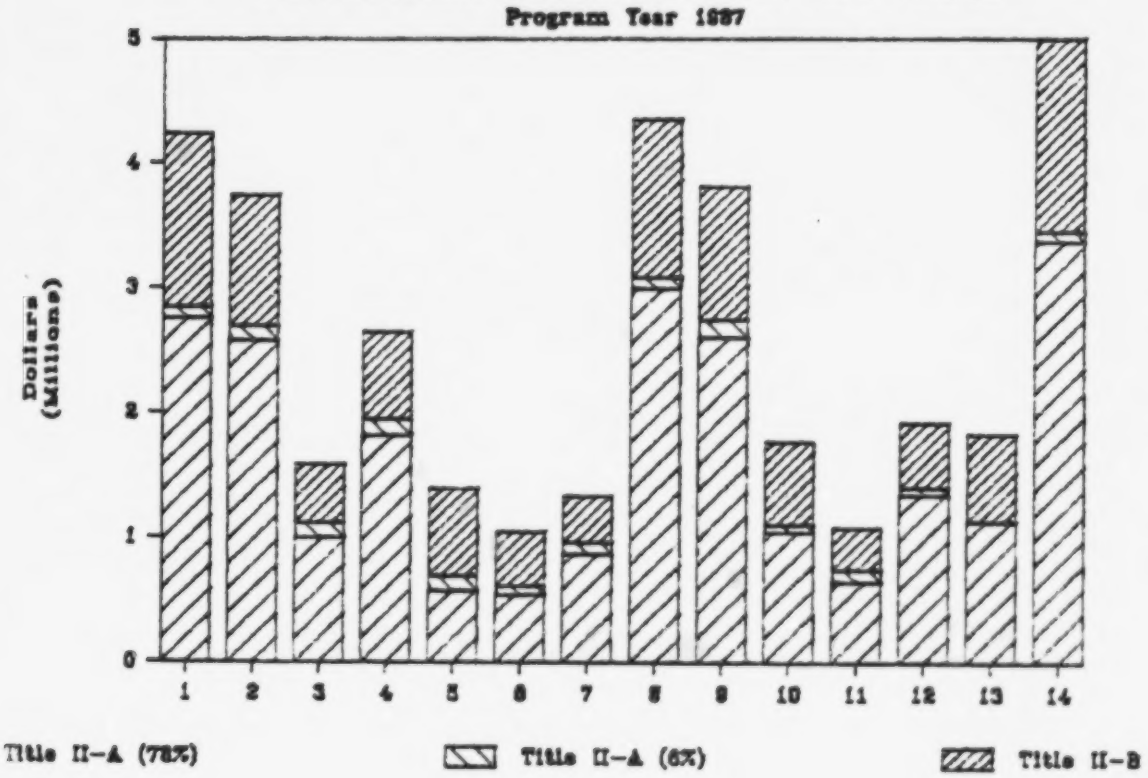
Table I

Funding Level for Virginia's JTPA Program By Title Of Fund and JTPA Program Year

Title of Funds	Transition Year (10-83 to 6-84)	Program Year 1984 (7-84 to 6-85)	Program Year 1985 (7-85 to 6-86)	Program Year 1986 (7-86 to 6-87)	Program Year 1987 (7-87 to 6-88)	Program Year 1988 (7-88 to 6-89)
Title II-A	$24.3	$32.3	$29.1	$26.3	$29.9	$28.2
78%	$18.9	$25.2	$22.7	$20.5	$23.3	$22.0
8%	$ 1.9	$ 1.6	$ 2.3	$ 2.1	$ 2.4	$ 2.3
6%	$ 1.5	$ 2.0	$ 1.7	$ 1.6	$ 1.8	$ 1.7
5%	$ 1.2	$ 1.6	$ 1.5	$ 1.3	$ 1.5	$ 1.4
3%	$ .7	$ 1.0	$ .9	$ .8	$ .9	$ .8
Title II-B	$15.6	$15.3	$11.6	$10.3	$11.2	$11.2
Title III	$ 1.2	$ 2.8	$ 2.3	$ 1.3	$ 2.5	$ 2.3
TOTAL	$41.1	$50.4	$43.0	$37.9	$43.6	$41.7
Administered By The GETD	$37.2	$44.1	$37.5	$33.7	$37.8	$36.3

Notes: Funding levels are reported in the millions of dollars. All figures have been rounded to the nearest hundred thousand so figures may not add to reported totals.

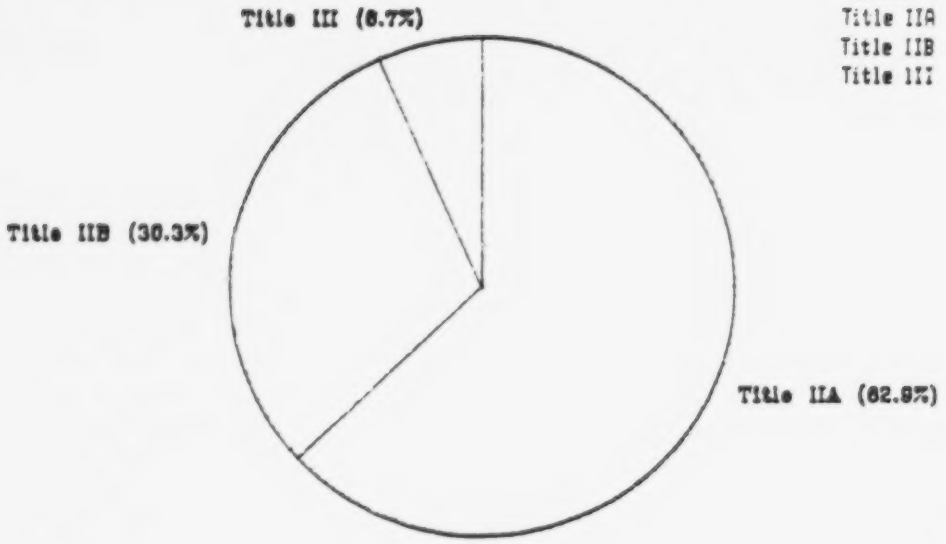
PROGRAM ALLOCATION BY SDA



SDA	Title II-A	Title II-A (6%)	Title II-B
1	$2,760,003	$88,222	$1,393,961
2	$2,577,592	$116,615	$1,050,385
3	$1,002,002	$118,136	$467,872
4	$1,816,460	$131,826	$697,645
5	$576,006	$119,657	$700,452
6	$545,358	$69,969	$435,477
7	$871,146	$91,771	$371,139
8	$2,998,670	$88,222	$1,266,883
9	$2,608,008	$141,459	$1,069,914
10	$1,048,765	$56,280	$666,732
11	$648,136	$98,363	$336,891
12	$1,344,515	$56,837	$520,618
13	$1,132,935	$0	$700,647
14	$3,376,249	$77,575	$1,542,541

JTPA ALLOCATIONS

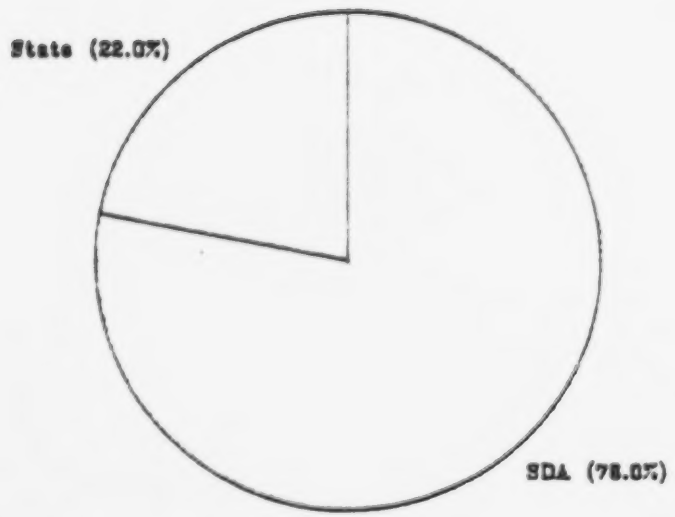
Program Year 1987



Source	
Title IIA	$23,305,875
Title IIB	$11,221,157
Title III	$2,497,123

JTPA TITLE II-A ALLOCATIONS

Program Year 1987



Source	
SDA	$23,305,875
STATE	$6,573,452

PY '87 (1987-88) CLIENT CHARACTERISTICS

Statistics for Program Year 1987 (July 1, 1987 through June 30, 1988) show that 50.4 percent of the JTPA participants were between the ages of 22 and 54 , and 48.2 percent were 14-21 years old. Nearly 47 percent were high school graduates, and 23 percent were not in the labor force. Single heads of households comprised nearly 26 percent of the JTPA clientele, and 35.8 percent were food stamp recipients. Women made up 60.7 percent of the participant population and 49.6 percent were white.

Other characteristics of IIA participants are on Table II.

TABLE II

CHARACTERISTICS OF II-A PARTICIPANTS
PROGRAM YEAR 1987 (JULY 1, 1986-JUNE 30,1987)

TOTAL PARTICIPANTS	16,529
	Percent
GENDER	
Male	39.3
Female	60.7
AGE	
14-21 Years	48.2
22-54 Years	50.4
55 Years or More	1.4
RACE	
Black	47.3
White	49.6
Other	3.0
EDUCATION	
High School Graduate or More	46.2
School Dropout	35.5
In-School	18.3
EMPLOYMENT STATUS	
Unemployed	64.0
Not in Labor Force	23.0
Employed	13.0
OTHER CHARACTERISTICS	
Food Stamp Recipient	35.8
Single Head of Household	25.8
Aid for Dependent Children	22.9
Handicapped/Disabled	16.1
Offender	7.1

PERFORMANCE MEASURES

Job training is an investment in human capital. The return on the investment is measured by increased employment and earnings of participants, reductions in welfare dependency, and a quality labor force that increases Virginia's economic prosperity.

In order to determine whether the investment has been productive, it is essential to measure the return on the investment.

Virginia's performance in past years has been measured within the following seven catagories:

—Entered Employment Rate—Adult
—Welfare Employment Rate—Adult
—Entered Employment Rate—Youth
—Positive Termination Rate—Youth
—Cost per Entered Employment—Adult
—Cost per Positive Termination Rate—Youth
—Average Wage at Placement—Adult

Each year Virginia has met its performance standards. Recently, the Department of Labor added five standards which increased the number to 12. These changes give the states some flexibility in choosing how performance is measured. Each state is given the opportunity to choose eight of the twelve performance standards. Outlined below are the eight that will be instituted in Virginia in Program Year 1989 (July 1, 1989-June 30, 1990) for incentives and sanctions.

<u>Adult Programs</u>
1. Adult Entered Employment Rate
2. Adult Follow-up Employment Rate
3. Adult Welfare Follow-up Employment Rate
4. Adult Follow-up Weekly Earnings
5. Adult Cost Per Entered Employment

<u>Youth Programs</u>
6. Youth Entered Employment Rate
7. Youth Employability Enhancement Rate
8. Youth Cost Per Positive Termination

These eight measures will be used along with the following four measures for management purposes:

1. Adult Welfare Entered Employment Rate
2. Adult Average Wage at Termination
3. Adult Follow-up Weeks Worked
4. Youth Positive Termination Rate

The Performance Management System is designed to enhance overall program excellence to meet the following objectives:

—To promote the provision of training which leads to enhanced employability, stable employment and increased earnings for participants.

—To encourage increased service to individuals at-risk of chronic unemployment, including welfare recipients, while maintaining a balance among client groups.

—To promote increased basic education training to both youths and adults.

—To promote the efficient and effective use of funds.

In addition to meeting these objectives, the Performance Management System is intended to provide clear direction to the service delivery system, to facilitate monitoring progress against standards, and to be equitable, reasonably stable and sensitive to current funding levels.

Basic Education Competency

In order to obtain credit for a youth employability enhancement through the competency system:

—youths reading below the seventh grade level must attain competencies in basic education and in at least one other area (either pre-employment/work maturity, or job-specific skills),

—youths reading at or above the seventh grade level must attain competencies in any two of the three skill areas (basic education, pre-employment/work maturity, and job-specific skills).

Basic education competencies are encouraged for all school dropouts and for all youths reading below grade level.

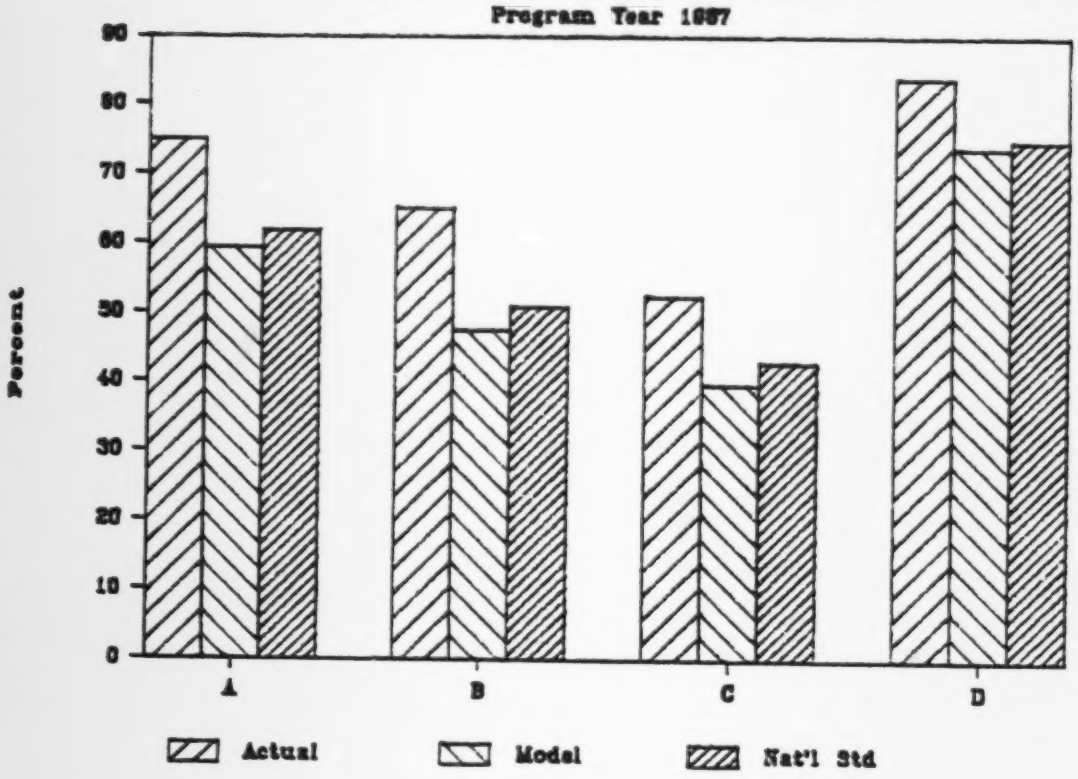
Incentive Grants

To be eligible for incentive awards, an SDA must exceed any five out of the eight performance standards.

Sanctions

An SDA which fails to meet any four of the eight performance standards shall be subject to sanctions.

VIRGINIA PERFORMANCE



		VA Actual	VA Model	Nat'l. Standard
A.	Entered Employment Rate - Adult	75.15	59.49	62.00
B.	Welfare Entered Employment Rate - Adult	65.16	47.57	51.00
C.	Entered Employment Rate - Youth	52.54	39.80	43.00
D.	Positive Termination Rate - Youth	84.00	73.98	75.00

PARTICIPANT FOLLOW-UP

The JTPA has three goals—(1) to increase employment, (2) to increase earnings, and (3) to reduce welfare dependency of participants. The GETD has established a follow-up system to measure the accomplishment of these goals, to assist in evaluating the effectiveness of the JTPA program in Virginia.

Follow-up data for the 13th week following termination is collected on a centralized basis by a contractor. The following are the minimum data collection questions to be asked of participants following the identification of any certain week:

1. Did you do any work for any pay during that week?
2. How many hours did you work in that week?
3. How much did you get paid per hour in that week?
4. How much extra, if any, did you earn in that week from tips, overtime, bonuses, commissions, or any work you did on the side before deductions?

The following are the minimum data collection questions to be asked of participants following the identification of the full 13-week period:

> Including the week we just talked about, how many weeks did you work at all for pay during the 13-week period?

Questions on job benefits, job type (permanent/ temporary) reasons for leaving job (if applicable), reasons for not looking for work (if applicable), problems finding a job (if applicable), welfare status, additional education/ training, reason did not complete JTPA Program (if applicable), and whether the JTPA Program was helpful recently have been added to the survey.

Follow-up was conducted for Title II-A adults and youths as well as a sample of Title III dislocated workers for Program Year 1987.

The following represents follow-up data collected for Program Year 1987 for Title II-A adults in the JTPA program.

	Adults	Adults (Welfare)
Employment Rate	68.26%	62.28%
Average Weekly Earnings	$185.90	$168.18
Average No. of Weeks Worked	9.85	9.08
Sample Size	6,976	1,792
Response Rate	58.36%	57.96%

PRIVATE SECTOR INVOLVEMENT

The Commonwealth of Virginia volunteered to be one of several states to allow the Department of Labor to conduct a management study of its agency and three SDAs. The report that was received following the study showed the GETD and the three SDAs as having a very effective JTPA operations, both programmatically and administratively.

The report also indicated, however, that the state needs to strengthen private sector involvement in the JTPA. Currently, most private sector involvement is centered around membership on local PICs and as contractors in the On-The-Job Training Program. Further self-analysis on the part of the GETD led to the conclusion that the majority of the private sector involvement in Virginia is from small business.

The Department of Labor, as a follow-up to the management study, provided technical assistance grants to states that participated. The funds received under these grants are to be used to assist the states in areas where weaknesses were identified by the study.

In Virginia, $10,000 was received under a technical assistance grant. These funds will be used to hold a business forum in the fall of 1989. The purpose of the forum will be to bring together chief executive officers from medium to large size businesses in Virginia to look at the challenges facing the current labor market in Virginia, and learn how the JTPA program can be of assistance in ensuring the quality of the labor market.

II-A YOUTH PROGRAMS

According to a provision in the Act, an average of 40 percent of the total allocation received by SDAs must be used for youths (ages 16-21). For Program Year 1987, 7,969 economically disadvantaged youths were served. An example of the kinds of programs provided to these youths is the "Going Places" Program in SDA-One, Inc., and the "Special Education Remedial Tutoring (SERT)" Program in the Central Piedmont SDA.

SDA-One, Inc.--"Going Places"

Imagine being a high school student and belonging to an exclusive club. Your membership earns you instant peer recognition, adult support, and a job. Sound good? Well, that is what the staff at District-One Employment and Training, a jobs training contractor for SDA-One, Inc., had in mind when they proposed the "Going Places" Club for II-A youth participants.

"These kids need a friend and they need to feel important," said Donna Bardsley, vocational evaluator for District-One. "Many of them don't belong to other groups—they may have been in trouble and usually do not get very good grades. That's why we modeled the program after a club—being a member of 'Going Places' means a lot to them."

Thirty-six students are enrolled in the program, now in its second year of operation. They come from four high schools in Scott and Wise Counties and range in age from 14 to 20 years old. Twenty of the participants in "Going Places" are working either as maintenance, clerical or library aides. Those who have their own transportation work after school a total of seven and a half hours per week, while students who don't have transportation work five hours per week in their schools. Other are unable to work, but still receive support and encouragement in their studies through the program.

In order to work, club members must not fail any classes and are required to keep a good attendance record. "All of the students are made aware of the requirements before they begin working," Bardsley said. "If they slip in their grades or their attendance drops, they have to quit working. But so far I've never had to take anyone out of a job. It's a real incentive. They know that the employers are willing to give them one shot—that's all!"

Bardsley checks on each of her participants at least twice a week during school. In addition, she teaches all club members pre-employment skills whenever she can—during study hall, on school meeting days, or on an individual basis. Together, they learn how to fill out job applications, how to write a resume, where to look for a job, what the going wage rates are for different positions, and how they can continue their education or training should they choose to do so. Tutoring also is available as needed.

Improvement doesn't go unnoticed, either. All club members receive a membership card and certificate, but at the end of each six-week period in school, some members earn special recognition cards for bringing a grade up, for good attendance, etc. Each school also has a special bulletin board for the "Going Places" Club.

While every participant is important to Bardsley, some stand out as real challenges. "I had one club member that no one would hire," she remembers. "He had a bad reputation for stealing and using drugs. . .Finally, the principal of his school agreed to give him a chance. He hasn't let me down, and if it were not for the club, I'm sure he would have dropped out [of school].

"Another student I had in the club was failing English, mostly because he was sleeping in class," Bardsley continued. "His teacher allowed me to work with him. . .one-on-one during his class time. It's a solution that's working and the participant's English is improving."

"Going Places" is an overall success thanks to the individual successes of its club members. Together, they are fulfilling the club motto of "Opening eyes, opening minds, and opening doors."

Central Piedmont PIC Uses AsSERTiveness

The Special Education Remedial Tutoring (SERT) Program was developed in 1987 to meet needs of the local school system. Barbara Humphries, the chairperson of the Special Education Department at Franklin County High School believed that special education students could benefit from tutorial assistance which would also result in a longer tenure in school for these students. Humphries had seen a successful Remedial Education component of Franklin County Community Action's 1986 SYETP, and felt such a tutorial program would be beneficial as a regular school year entity.

With this definitive need expressed, Franklin County Community Action developed the SERT Program as a pilot component of a JTPA Title II-A contract. The request for funds to the Central Piedmont PIC was quite successful as the program was funded and operational in February, 1987.

The SERT Program was developed to assist low-income and special education students who are struggling in mainstreamed classes by providing tutorial instruction to the students on an as needed basis. A maximum of 20 youths are served daily during the school year.

Staffing for SERT simply requires one full-time tutor and intermittent administrative guidance and supervision from the community action agency. The tutor is strategically located within the Special Education Department of the local high school where the success of the program relies heavily upon continuous coordination among the tutor and the students' teachers. The tutor assists the students during study hall in all phases of academic preparation as well as administering oral tests and quizzes to students with grave difficulty in reading/comprehension.

The impact of SERT has been felt widely by youths, school administrators, and parents. In Program Year 1987-88, 20 youths were served. This group consisted of fifteen males and five females, and included nine 16-year-olds, five 17-year-olds, one 19-year-old, and five 18-year-olds. Data gathered from final grades on these participants revealed that all five

females were promoted to the next grade. Of the 15 males enrolled, 12 were promoted, two were withdrawn from school, and one failed to be promoted.

The SERT Program has recently been nominated by the Central Piedmont PIC for two national awards--The Distinguished Performance Award, sponsored by the National Alliance of Business; and the National Association of Counties' JTPA Awards of Excellence.

Funding for Program Year 1988-89 will be received directly from the Department of Education under Title II-A 8% money. Efforts are underway to make SERT a required component of JTPA programming in Franklin County and surrounding areas.

Summer Youth Programs

PRIVATE SECTOR MENTORSHIP PROGRAM

The GETD is presently working with businesses throughout Virginia to establish a Private Sector Mentorship Program that will utilize persons from the business community as mentors.

The purpose of this program is to involve businesses of Virginia in the hiring of youths from the Summer Youth Employment and Training Program. A mentor will be assigned to each youth to provide counseling, career guidance, encouragement, lifelong goals, and opportunities to explore the inner workings of a specific part or parts of a business.

To be eligible for the mentorship program, a youth must be between the ages of 16 and 21 years old and be able to read at least at the seventh grade level. Mentorship participants will be selected based on criteria developed by the JTPA SDAs with input from the business hiring the youth.

The SDA will provide to the business a profile on the youth, which will include age, grade level, career goal(s), grade point average, name, and locality. In turn, the business must pay the youth $4.00-$5.00 per hour for a half day or a full eight-hour day from June through August.

Following are guidelines to the Mentorship Program content for businesses that wish to participate:

—The youth must be hired in a responsible job by the business.

—The work ethic must be an essential part of the job orientation.

—The business must make the youth aware of the company's organization and career opportunities.

—The business must give the youth a tour of the company's facility.

—The business must assign a mentor(s) to the youth for the three-month period.

—The mentor must meet with the youth at least four times during the length of employment to do the following:

1. Get to know the youth through a conference.

2. Help the youth to clarify career goals.

3. Provide career counseling and guidance to the youth when needed.

4. Act as a role model for the youth.

5. Share job experiences with the youth.

6. Encourage the youth to prepare (educationally) for a career or to return to school if he/she is a dropout.

7. Impress upon the youth what business expects of its current and future workers.

8. Emphasize the connections between school performance and job success.

9. Emphasize the importance of leadership skills.

10. Help the youth think concretely about future employment.

11. Help the youth identify occupational interests.

12. Emphasize how employment can make the youth's life more productive.

SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM (SYETP)

The II-B Summer Program for economically disadvantaged youths offers job training, work maturity skills, on-the-job experiences, and remedial education. The 1988 Summer Youth Program served 8,193 youths (ages 14-21). These funds are used in various ways to help youths obtain jobs or to assist them in preparing for the job market. The Fifth District Employment and Training Consortium represents the use of JTPA summer funds to assist teenaged mothers.

Fifth District Employment and Training Consortium

As early as 1985, the Fifth District Employment and Training Consortium had identified the need for a program targeted specifically to teenaged mothers who were high school dropouts or who were at risk of dropping out of school. Compared to other public school systems in the SDA, Roanoke City Public Schools appeared to have the greatest problem with teen mothers dropping out.

Because of this identified need, the consortium applied for and received Sex Equity Funds (now Gender Equity) from the Department of Vocational and Adult Education for three consecutive school years. Actual program operation ensued in January, 1986, and continued through June, 1988.

For each of the three grant years that the agency was funded, the overall objectives of the project remained the same, and included the following:

--specialized (non-traditional, when possible) training in marketable occupations during the teen parents' continued high school enrollment,

--supportive services in order to encourage continuation and completion of high school,

--and job development and placement services to all program participants near and upon their completion of high school.

The program proved very successful, as noted by the following achievements:

1. Since program inception, 67 teenaged mothers were enrolled, with up to 93 percent of the high school seniors graduating each program year.

2. More than 18 of the 67 enrollments were prior high school dropouts who were recruited and returned to school.

3. All participants received vocational education, with 60 percent receiving non-traditional vocational education.

The Sex Equity grant did not cover the summer months, which led to the JTPA Title II-B funding of Roanoke City Public Schools for a program targeted to teenaged parents. Summer Youth funds addressed the gaps in the overall program. It provided actual work experience with vocational training in non-traditional areas.

In 1987, 13 teen parent students were assigned to a woodworking/cabinet-making work crew. In 1988, ten teen parent students were assigned to an automotive body repair work crew. The work hours allowed the teen mothers to attend summer school, to satisfy academic credit requirements, or to build elective credits through vocational classes.

Classes in remediation also were provided. This aspect of the program was important as teen mothers are usually behind in their required high school credits due to their time absent from school during pregnancy, recuperation from birth, and the time limitations of allowed courses during the school year. The JTPA SYETP also was a catalyst for keeping the teen mothers active in academics and the school setting, and served to further recruit school dropouts who returned to school in the fall.

In 1987 and 1988, JTPA Title II-B funds supplemented childcare and transportation costs. Students attended regular summer school for five hours per day and worked in the vocational school setting for three hours per day. To maximize the work experience as a learning experience, instruction in woodworking and auto body repair was based on attainment of competencies. Participants were given copies of skills attained in these areas at the conclusion of the program.

As a result of participation in the SYETP, the teenaged mothers gained self-esteem, marketable skills, and needed academic credit. The program was innovative in its approach, recognizing the special needs of teen parents.

The coordination between JTPA funds and Department of Education funds allowed maximum utilization of limited resources, and eliminated time gaps that would have hindered the teen mothers' attainment of their established vocational goals.

SUMMER YOUTH INSTITUTE

"I don't want to go home yet!"

That was the comment of a majority of the 146 youths who attended the First Summer Youth Employment and Training Institute.

This new program is Virginia's first try at a statewide JTPA event for youths, and it was a smashing success.

On August 21-24, 1988, youths, aged 14-21 who excelled in their local JTPA Summer Youth Program, travelled to the campus of the Virginia School for the Deaf and the Blind in Staunton. During their three-day stay, students attended workshops and lectures, participated in social functions, and worked in small groups to develop an individualized one-year plan of action for continuing their education and/or obtaining productive employment.

LaWanda Vincent, a student from Lawrenceville, said, "I think this program is really great, and every young person should have a chance to be included in an Institute such as this one!"

The Institute started out with registration and the "Virginia View" survey--a computerized survey which helps individuals discover what field of work they may want to pursue.

"It (the survey) was very interesting and it helped to give me some idea of what I'd be suited for," said Teresa Cave from Stanleytown. "The speakers helped encourage me a lot, too."

Each student was assigned to a work group according to their age. Each of these groups was assigned a color. Students attended all workshops, fairs and lectures according to what color group they were assigned.

All students attended an orientation where they heard Paul Kelly, a native New Yorker and recovering addict, talk about how drugs and alcohol affected his life. He also spoke to the youths about AIDS.

Sunday evening the students were greeted by Montel Williams and Drew Brown, Naval Lieutenants who impressed upon them, through an informative and entertaining presentation, the importance of a college education. The two then joined the students, upon request, at a get-acquainted dance.

Monday and Tuesday mornings the students got down to business by working on their education/career plans. They attended lectures and workshops such as "Getting and Keeping A Job," "Values Clarification," and "Community Resources." They also had the opportunity to attend a Business and Industry Fair and a Continuing Education Fair where they could explore educational and career options.

Afternoons were filled with extracurricular activities such as softball, volleyball, and art class. Students even had the option to work with television production equipment in a studio on campus.

On Monday evening, the students attended an enlightening program about body language, followed by a reception where they met Secretary of Health and Human Resources Eva S. Teig and other state-level and local dignitaries.

Each student completed his/her one-year plan of action by Tuesday's end. Each of the 12 color groups produced an overall "winner" (though all students proved to be winners)--this was the person, determined by a panel of judges, who was deemed to have the best action plan in that group. Each of these students was handed the challenge of presenting their plan to the entire student body at graduation ceremonies on Wednesday.

At graduation, each participant was awarded a Certificate of Achievement signed by Governor Baliles. After the 12 plan presentations were made, the overall winner was announced.

Gracie M. Davis of Petersburg was chosen to have the best overall plan, and was awarded a 13-inch color television donated by Sears Roebuck, Inc. All twelve group winners received prize packages stuffed with gifts donated by businesses from across the state.

Virginia Power was the primary private sector sponsor of the 1988 Summer Institute. The utility company offered great support in this first-time effort, and even went so far as to provide the Institute Planning Committee with a loaned executive.

The staff of the STEM Corporation, Inc., Petersburg, also offered tremendous support and expertise in organizing this event.

The 1988 Summer Youth Institute was funded jointly by the Virginia Departments of Education, Social Services, and the JTPA Program. Many other agencies offered technical assistance in the planning and execution of the Institute, such as the Virginia Employment Commission, the Department of Rehabilitative Services, the Bay Consortium PIC, the South Central PIC, the Staunton Chamber of Commerce, the Woodrow Wilson Rehabilitation Center, and Total Action Against Poverty (TAAP), Roanoke.

"We are very pleased with the results of this year's Institute," said GETD Executive Director James E. Price, "and we look forward to making this an annual event."

REMEDIAL EDUCATION

In 1986, remedial education became a required activity of the Summer Youth Employment and Training Program (SYETP). This requirement was based on research that strongly suggested that economically disadvantaged youngsters, over the summer, lose skills that they had gained during the school year. Also, findings from remediation projects indicate that when remediation is offered for at least 90-100 hours, and spread over the summer, it was sufficient to stem substantial losses in reading and produce actual gains in math.

In the 1987 SYETP--the first year of the implementation of the remediation requirement--Virginia's SDAs provided remedial education to 2,272 participants out of a total of 8,022, or 28 percent. In the 1988 SYETP, the SDAs provided remedial education to 2,465 participants out of a total of 8,193, or 30 percent.

The remedial education acitivities consisted mainly of math, reading, and writing skills. These activities were offered through traditional classroom training, and in some cases, computer assisted training at various sites, such as public schools, community-based organizations, community colleges, private organizations, and other public organizations. The training lasted approximately eight weeks for an average of 90-100 hours.

In the summer of 1988, adoption of statewide use of a common test instrument was used to assess the reading and math levels of participants both prior to and after program participation. The instrument used was the Test of Adult Basic Education (TABE) Survey Form. This test was selected by a committee composed of representatives from the state's Department of Education, the GETD, and the SDAs.

There are two primary reasons for using a universal test instrument. The first reason is to compile information that is consistent across the state which may be used to evaluate the basic education component of the SYETP. Secondly, the test scores provide information that maybe useful for future state planning.

Final 1987 and 1988 SYETP reports from Virginia's 14 SDAs indicate that those participants receiving remedial education definitely benefited in terms of slowing grade loss, and in some cases, gaining grade level acheivement.

GETD and GJTCC Initiatives

REDUCING DEPENDENCY THROUGH TRAINING

The Reducing Dependency Through Training Program offers SDAs, local social services agencies, and other service providers the opportunity to collaborate and use the strengths of both systems and the community to develop strategies for assisting welfare recipients in overcoming significant barriers to employment. Specific projects are to address one of the following two program models:

1. To prevent long-term welfare dependency of teen mothers through the provision of education, occupational skills training, and employability development and job placement services.

2. To enhance the self-sufficiency of long-term welfare recipients through the provision of education, occupational skills training, and employability development and job placement services.

The 1987 General Assembly appropriated $750,000 for this project which is designed to last for two years.

The GETD, in cooperation with the Department of Social Services (DSS), has issued a request for proposals to implement the program. SDAs and local social service agencies are eligible co-applicants. Throughout the request for proposals, emphasis has been placed on the need to develop a coordinated, systematic delivery of services which builds on the expertise of the community and the JTPA and social services systems.

LITERACY

To support the literacy efforts of the Virginia Adult Literacy Committee, $100,000 was allocated from excess carry-over funds from Program Year 1986. These funds are being used to provide literacy training to persons 16 years of age or older, who are out of school and whose reading, comprehension, communication and mathematics skills are between the fifth and eighth grade level.

The funds were distributed based on a competitive responsiveness to the criteria contained in a request for proposals distributed to local JTPA SDAs.

Three successful proposers were awarded contracts. A description of their proposed program and award amounts follows.

THE BAY CONSORTIUM PRIVATE INDUSTRY COUNCIL $62,964

The Skill Enhancement Project will utilize a competency-based approach in providing instruction in reading, language, math and vocational skills to 36 enrollees. The project will provide an individualized learning program for each enrollee utilizing the open-entry/open-exit approach. The subject matter is designed in small-sized lessons which are mastered before students continue to the next unit. A mastery test at the end of each unit provides an assessment of the knowledge level attained and regular positive feed-back on the progress achieved.

THE CAPITAL AREA TRAINING CONSORTIUM $43,998

The Capital Area Training Consortium will provide 15 enrollees with the following services:

Goal Setting and Orientation: The consortium will utilize the "Motion Program" to set the stage for entering the literacy program. Through self-examination, solidifying their commitment to themselves and the program, each enrollee will be expected to set goals for their participation in the educational component, the customized skill training component, the life skills component, and for their future employment.

Remedial Education: The remedial education component will focus on building reading comprehension skills, improving written and oral communication skills, strengthening computation and reasoning ability, as well as developing problem-solving skills.

Counseling: Each enrollee will have a counselor who will act as a case manager. The counselor will reinforce the enrollee's problem-solving skills, act as a mentor through the training process and be responsible for arranging necessary supportive services.

Job Placement Assistance: Each participant will complete pre-employment competencies in preparation for the job search activity. Consortium job developers will conduct the course work and be responsible for job development efforts including assisting each enrollee in registering with the Employment Service of the Virginia Employment Commission.

Supportive Services: Enrollees will be provided supportive services which may include the following:

-child care
-transportation
-housing assistance
-health screening
-nutrition
-counseling (mental health)

FIFTH DISTRICT EMPLOYMENT AND TRAINING CONSORTIUM $10,724

Twenty enrollees will be served through a joint arrangement with Dabney Lancaster Community College (DLCC). The types of training into which enrollees will be placed will be determined by their assessed grade level. Instruction will be individualized and self-paced. Classroom instruction will be supplemented by the use of computer software and videos. Tutoring will be provided by the Achievement Center which is operated by a grant from the Department of Education. Counselors will assist the participants in setting short and long range goals for their future. Participants who do not wish to continue training will be assisted in finding the best job for their skill level.

In addition to the projects described above, each of the local SDAs has a representative on the corresponding local literacy council.

At the state level, the GETD has participated in the development of the State Adult Literacy Plan.

SERVICES TO OFFENDERS

The GETD recognizes that offenders are faced with barriers to employment. Many offenders need special assistance to be successful in overcoming these barriers.

Data from the Department of Corrections [DOC] underscores the fact that offenders frequently face multiple barriers. DOC routinely assesses convicted felons processed into the State system. A compilation of data on felons released in Fiscal Year 1986 [ending June 30, 1986] indicates the following:

1. The age range was 17 to 78--24 years was the most frequently occurring age.

2. One percent of those released were not tested because of illiteracy.

3. Eighteen percent of those tested were rated at 4th grade level or below; 74% of this population was non-white.

4. Seventy percent of the released population tested at 5th to 9th grade level.

In recognition of the special needs of offenders, $100,000 in excess Title II-A carryover funds was made available to SDAs through a request for proposals to fund projects for the eligible offender population.

The South Central Private Industry Council was the successful proposer for these funds. Their project will deliver pre- and post-incarceration professional services and guidance that increases the opportunity for, and the likelihood of, successful reentry and reintegration into the community by imprisoned offenders.

Pre-release services are intended to prepare offenders for transition from incarceration to a return into the community. These services include training, information and referral. Training focuses on job-hunting skills, budgeting, consumer skills, life skills, family relationships, transition expectations, and other areas of value to those offenders who are soon to be released.

Post-release services are expected to address the specific needs of individual offenders after release from prisons or jails to help effect a successful reintegration into the community. Services include assistance in job placement and career counseling; locating food, clothing and housing; service referrals and counseling; transportation; and assistance in purchasing tools and/or equipment needed on the job. This project is designed to serve 30 inmates or recently released inmates of the Piedmont Regional Jail who have been convicted of felonies or multiple misdemeanors.

CITIES-IN-SCHOOLS GRANT

Virginia is one of three states that has been chosen to receive a grant to support the development of employment-enhanced dropout prevention programs.

The $132,000 grant was awarded by Cities In Schools, Inc. (CIS), a non-profit corporation engaged in establishing and assisting a national network of independent, coordinated service delivery programs for at-risk youths.

The mission of CIS is to develop public/private partnerships designed to assist at-risk youths in addressing such critical issues as school attendance, literacy, job preparedness, teen pregnancy and parenthood, drug and alcohol abuse, teen suicide and school violence.

Most typically, local CIS programs operate as 501(c)(3) corporations, governed by a locally-formed board of directors and administered by a locally-supported CIS facilitation team. The local program is to be a joint effort between CIS and the local PIC to ensure the integration of employability training for targeted students. In localities where required key community representatives (i.e., the mayor, the school superintendent, etc.) are not already members of the PIC, an advisory board to the PIC is to be formed to assure their participation in the governance and support of the local program.

The rationale behind the CIS approach is that the public schools alone cannot solve the diverse problems that directly influence at-risk youths' ability to learn and grow.

The GETD plans to distribute these funds to the SDAs in Southwest and South Central Virginia, and the City of Richmond to assist the public school systems in setting up, or continuing dropout prevention programs.

1987 GOVERNOR'S CONFERENCE

The Governor's Conference on Employment and Training held in September, 1987, is viewed as the first major step on a very important journey for Virginia's employment and training system.

The conference, titled "Employment and Training—It's Everybody's Business," was co-sponsored by the GETD and the GJTCC in cooperation with the departments of Education, Rehabilitative Services, Aging, Economic Development and Social Services; the Association of Community Action Agencies, the Employment Commission, the Community College System, the Chamber of Commerce, the Retail Merchants Association and the Manufacturers Association.

The purpose of this conference was to bring together the key policymakers from agencies and organizations with the responsibility for employment, training and related programs to focus on issues and share knowledge and techniques in these areas.

Secretary of Health and Human Resources Eva S. Teig said, "The priority of this conference is for those involved to make a personal and professional commitment to work together to better serve those individuals who most desperately need our help."

Secretary Teig made presentations throughout the one and a half-day conference. Secretary of Education Donald J. Finley and Secretary of Economic Development Richard M. Bagley were also among the opening presenters at the conference.

Lt. Governor Douglas Wilder charged conference participants to continue their efforts to keep young people in school.

"We must return to and emphasize the basics--reading, writing and arithmetic," Wilder said. "If we do not now instill in our children and in our young people the importance of education, hard work and fair play, then we face much greater problems down the road."

Concurrent workshops held during the first day of the conference dealt with the private sector, education, social services and the economy as they relate to Virginia's employment and training system. Leaders from all of these topic areas were on hand to present their views of how they can better work with the employment and training system to make Virginia a better place to work.

REGIONAL COORDINATION WORKSHOPS

The topics discussed during the 1987 Governor's Conference on Employment and Training centered around what must be done at the state level to better coordinate programs.

One way the GETD and the GJTCC continued the discussions that were initiated at the conference was to hold a series of regional workshops.

The purpose of the regional workshops was to bring together employment and training colleagues at the local level to begin work on a coordination effort which would accomplish the following:

1. Creation of Awareness--the goal being to highlight ways in which each of their special interests and abilities can be used to enhance programs within SDAs.

2. Identification of Needs--Public agencies should identify their needs as they relate to economically disadvantaged participants and the SDAs as a whole.

3. Identification of Goals--The participating agencies develop mutually agreed upon goals to improve programs and services.

4. Establishment of Objectives—The participating agencies develop written objectives regarding what they would like to accomplish through coordination.

5. Identification of Potential Resources—Public agencies identify what resources each is able to contribute and resources which are outside the agencies' control, including the private sector.

6. Implementation of Objectives—Participating agencies develop strategies to implement objectives.

7. Evaluation of the Coordination Efforts—Evaluation is both formative and summative. Formative evaluation makes it possible to improve coordination/the partnership as it evolves, while summative evaluation provides the hard evidence of success that will encourage continued and expanding support of coordination/the partnership. Public relations is needed to foster coordination. Also, promotions, awards, and other kinds of recognition are essential to success.

8. Maintenance of the Coordination Efforts—SDA administrators, PICs, public agencies and the private sector need to cooperate on a continuous basis to ensure that their efforts will improve services to economically disadvantaged youths and adults.

External planning groups were established in each SDA to act as an advisory group in the development of the workshops. The groups consisted of representatives from local agencies and organizations that administer employment and training programs. Members of the GETD staff worked with each external planning group to develop a workshop tailored to the needs of the area.

Based on the information gathered from each workshop, following is a list of the most common barriers to coordination found in the SDAs:

Lack of Knowledge of Other Program Policies and Requirements

Often representatives from various programs, with good intentions, try to coordinate their activities for clients but encounter conflicting policies and requirements of which they were unaware.

Differing Priorities/Values Among Programs

Historically, each program has established priorities and values that suit their particular legislation, etc. Very little attempt was made previously to broaden the perspective to include other programs.

Varying Service Delivery Configurations

As programs began at different times, often there has not been a lot of attention directed to coordinating service delivery configurations among programs.

Lack of Public Relations

Although efforts have been increased to promote awareness among business and the eligible population, more emphasis needs to be placed on enhancing awareness of colleagues in other programs.

Lack of Supportive Services

Primarily, the lack of funds for transportation, childcare, and other support services has caused barriers in developing client referral systems.

Differences in Funding and Planning Cycles

Differences in funding and planning cycles have made it difficult at times to jointly fund programs or coordinate similar goals among program plans.

UNEMPLOYMENT INSURANCE DATA -vs- PARTICIPANT FOLLOW-UP

The GETD has received a grant in the amount of $10,000 from the National Commission for Employment Policy, and a $6,000 grant from the Department of Labor (DOL). Through a cooperative agreement, the Commonwealth of Virginia agrees to assist the commission in efforts to explore using unemployment insurance records to evaluate pre/post JTPA earnings.

The GETD is making the required analysis and providing the necessary assistance to meet the objectives of this project. Using the Unemployment Insurance wage record file and JTPA administrative records, the objectives of the project will be as follows:

1. To study both pre- and post-JTPA earnings patterns of individuals who terminated from JTPA during Program Year 86.

2. To explore the difference in earnings by subgroup.

3. To compare earning patterns by type of services provided.

4. To compare the results of the 13-week participant follow-up system to this pre-post UI data analysis.

This project began on June 30, 1988 and will be completed by July 31, 1989.

Future Roles for the GETD and the SDAs

WELFARE REFORM

The Federal Family Welfare Reform Act (HR1720) became effective in 1988. A new and expanded role for the JTPA system is included in this legislation.

Under this legislation, each state is required to establish and operate a Job Opportunities and Basic Skills Training (JOBS) program to assure that needy families with children obtain the education, training, and employment that will help them avoid long-term welfare dependency.

The Secretary of Health and Human Resources is required to consult with the Secretaries of Education and Labor on a continuing basis to assure maximum coordination of services. The Governor must assure that program activities are coordinated with programs operated under JTPA and other relevant employment, training, and education programs. The GJTCC will have an opportunity to review and comment on the state plan. The Department of Social Services (DSS) also will consult with the Department of Education and the GETD.

The DSS will administer the program directly, or through arrangements or contracts with JTPA administrative entities, state and local educational agencies, and with other public and private organizations including community-based organizations. The DSS is encouraged to use the services of each PIC to identify and provide advice on the types of jobs available or likely to become available in each JTPA SDA.

DSS/JTPA Coordination Work Group

The DSS and the GETD jointly conducted a survey of local social services departments and SDAs in Virginia in 1986. In 1987, the results were published in an interdepartmental report titled "Findings From A Survey of Coordination Between Virginia's JTPA SDAs and Local Welfare Agencies."

The results of this survey were used to determine what kinds of barriers were present that may have been inhibiting the coordination of services between the two service systems. The report identified the presence of certain policies and procedures that may have to be changed in order to improve coordination. There was also a need for more communication between the two agencies which provided services to clients on welfare who were also eligible for job training services from JTPA.

The report presented findings in three major areas--(1) underutilization of the plan review process, (2) inadequate tracking of welfare referrals to JTPA, and (3) a large number of hard-to-serve welfare recipients do not receive training services from JTPA despite equitable service mandates.

The report made the following recommendations:

1. Plan approval by both the Employment Service Program (ESP) and the SDA should be conditioned upon receipt of mutually developed and signed local coordination agreements.

2. A standard referral form should be jointly developed for use statewide.

3. The DSS and GETD should develop incentive policies that encourage special initiatives.

4. A local DSS/SDA work group should be established to identify specific federal and state policies which impede the provision of comprehensive employment and training services to welfare clients. Recommendations from the group shall be submitted to appropriate federal and state legislators, the GJTCC, and the State Board of Social Services.

As a result of the foundation provided by the survey, report recommendations and the series of regional coordination workshops sponsored by the GETD and SDAs across Virginia in the past year, additional gains have been made in coordination. As recommended in the report, a DSS/JTPA Work Group was established and is composed of local DSS directors selected by the League of Social Services Directors and SDA administrators representing JTPA.

The DSS/JTPA Work Group has developed and will be pilot testing the implementation of a standard referral form in one SDA and DSS office. In addition, a sub-committee of the work group is addressing the need for the orientation and training of staff to provide the vehicle for improved coordination between staff members of the local agencies.

The work group has also been addressing areas which it believes are also significant for welfare reform and may need to be included in policies and procedures under development at the state and federal levels. The DSS/JTPA Work Group and support staff provided by the GETD and the DSS central office have met regularly since July, 1988 to address the charge of identifying federal, state and local policies that may impede efforts to provide comprehensive job training services for welfare clients.

DISLOCATED WORKERS

On August 23, 1988, President Reagan signed into law the Omnibus Trade and Competitiveness Act of 1988 (P.L. 100-418). This law includes the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA) which amends Title III of the JTPA.

Title III of the JTPA provides employment and training assistance for dislocated workers. The GETD contracts with the Virginia Employment Commission for administration of the existing Title III Program.

EDWAA amends Title III in a number of significant ways. Chief among these is a restructuring of the state job training coordinating council, establishment of a new sub-state delivery system, development of a coordinated and comprehensive rapid response capability to address worker dislocation, and increased emphasis on long-term training. This new effort is to be fully implemented by July 1, 1989.

EDWAA allows the governor to reserve not more than 40 percent of the state's allotment for state activities. The remaining 60 percent of the state EDWAA funds must be allocated to the sub-state level.

EDWAA requires that any JTPA SDA with a population of 200,000 or more shall be automatically designated as a sub-state area. In Virginia, all 14 SDAs meet this population criteria. The designation of sub-state grantees shall be determined by an agreement between the PICs, local elected officials, and the governor. Some of the initial duties of the reconstituted council are to make recommendations to the governor on the designation of sub-state areas and grantees and to advise the governor regarding sub-state allocation and reallocation of sub-state funds.

Appendix

VIRGINIA SERVICE DELIVERY AREAS

I. SDA - ONE, Inc.

Jurisdictions:

Counties	City
Buchanan	Norton
Dickenson	
Lee	
Russell	
Scott	
Tazewell	
Wise	

Administrative Entity:
Cumberland Plateau Planning District Commission

Grant Recipient:
SDA - ONE, Inc.

Administrator:
Mr. Andrew Chafin
Cumberland Plateau Planning District Commission
P.O. Box 548
Lebanon, VA 24266
703/889-1778

II. New River/Mount Rogers Employment and Training Consortium

Jurisdictions:

Counties	Cities
Bland	Bristol
Carroll	Galax
Floyd	Radford
Giles	
Grayson	
Montgomery	
Pulaski	
Smyth	
Washington	
Wythe	

Administrative Entity:
A. T. & S., Inc.

Grant Recipient:
New River/Mount Rogers Private Industry Council

Administrator:
Mr. Gerald Griswold
A. T. & S., Inc.
P.O. Box 267
Abingdon, VA 24210
703/628-4185

III. Fifth District Employment and Training Consortium

Jurisdictions:

Counties	Cities
Alleghany	Clifton Forge
Botetourt	Covington
Craig	Roanoke
Roanoke	Salem

Administrative Entity:
Fifth District Employment and Training Consortium

Grant Recipient:
Same

Administrator:
Ms. Carolyn Barrett
Fifth District Employment and Training Consortium
310 West Campbell Avenue, S.W., 2nd Floor
Roanoke, VA 24016
703/981-2520

IV. Shenandoah Valley Service Delivery Area

Jurisdictions:

Counties	Cities
Augusta	Buena Vista
Bath	Harrisonburg
Clarke	Lexington
Frederick	Staunton
Highland	Waynesboro
Page	Winchester
Rockbridge	
Rockingham	
Shenandoah	
Warren	

Administrative Entity:
Shenandoah Valley Private Industry Council

Grant Recipient:
Same

Administrator:
Mr. Ben Vorhies, Executive Director
Shenandoah Valley Private Industry Council
P.O. Box 869
Harrisonburg, VA 22801-0869
703/433-1495

V. Northern Virginia Manpower Consortium

Jurisdictions:

Counties	Cities
Fairfax	Fairfax
Loudoun	Falls Church
Prince William	Manassas
	Manassas Park

Administrative Entity:
Northern Virginia Manpower Consortium

Grant Recipient:
Same

Administrator:
Ms. Suzanne C. Manzo, Director
Northern Virginia Manpower Consortium
11216 Waples Mill Road
Fairfax, VA 22030
703/246-5250

VI. Alexandria/Arlington Job Training Consortium

Jurisdictions:

County	City
Arlington	Alexandria

Administrative Entity:
Arlington County

Grant Recipient:
Same

Administrator:
Ms. Susanne Eisner, Director
Bureau of Labor and Training Services
P.O. Box 7266
Arlington, VA 22207
703/358-4820

VII. Piedmont Job Training Administration

Jurisdictions:

Counties	City
Albemarle	Charlottesville
Culpeper	
Fauquier	
Fluvanna	
Greene	
Louisa	
Madison	
Nelson	
Orange	
Rappahannock	

Administrative Entity:
City of Charlottesville

Grant Recipient:
City of Charlottesville

Administrator:
Mr. Willie Blanton, Executive Director
Piedmont Job Training Administration
400 Preston Avenue, Suite 301
Charlottesville, VA 22901
804/971-3051

VIII. Central Piedmont Employment Consortium

Jurisdictions:

Counties	Cities
Amherst	Bedford
Appomattox	Danville
Bedford	Lynchburg
Campbell	Martinsville
Franklin	
Henry	
Patrick	
Pittsylvania	

Administrative Entity:
Central Piedmont Private Industry Council

Grant Recipient:
Same

Administrator:
Ms. Kristen Shores, Executive Director
Central Piedmont Private Industry Council
P.O. Box 1009
Rocky Mount, VA 24151
703/334-2781

IX. South Central Employment and Training Consortium

Jurisdictions:

Counties	Cities
Amelia	Colonial Heights
Brunswick	Emporia
Buckingham	Farmville
Charlotte	Hopewell
Cumberland	Petersburg
Dinwiddie	South Boston
Greensville	
Halifax	
Lunenburg	
Mecklenburg	
Nottoway	
Prince Edward	
Prince George	
Surry	
Sussex	

Administrative Entity:
South Central Employment and Training Private Industry Council

Grant Recipient:
Same

Administrator:
Ms. Betty Lou Weaver, Executive Director
South Central Employment and Training Private Industry Council
Drawer S
Farmville, VA 23901
804/392-9409

X. Job and Training Assistance Programs

Jurisdiction:

City
Richmond

Administrative Entity:
Job and Training Assistance Programs

Grant Recipient:
Same

Administrator:
Mr. Rick Fraizer
Job and Training Assistance Programs
City Hall, 9th Floor
900 East Broad Street
Richmond, VA 23219
804/780-7179

XI. Capital Area Training Consortium

Jurisdictions:

Counties
Charles City
Chesterfield
Goochland
Hanover
Henrico
New Kent
Powhatan

Administrative Entity:
Capital Area Training Consortium

Grant Recipient:
County of Henrico

Administrator:
Ms. Rosalyn Key
Capital Area Training Consortium
5410 Williamsburg Road
Sandston, VA 23150
804/226-1941

XII. Bay Consortium Private Industry Council, Inc.

Jurisdictions:

Counties	City
Accomack	Fredericksburg
Caroline	
Essex	
King and Queen	
King George	
King William	
Lancaster	
Mathews	
Middlesex	
Northampton	
Northumberland	
Richmond	
Spotsylvania	
Stafford	
Westmoreland	

Administrative Entity:
Bay Consortium Private Industry Council, Inc.

Grant Recipient:
Same

Administrator:
Dr. Linda Odum
Bay Consortium Private Industry Council, Inc.
P.O. Box 896
Warsaw, VA 22572
804/333-4048

XIII. Job Training Services

Jurisdictions:

Counties	Cities
Gloucester	Hampton
James City	Newport News
York	Poquoson
	Williamsburg

Administrative Entity:
Job Training Services

Grant Recipient:
Job Training Services Private Industry Council

Administrator:
Mr. Curtis Johnson, Director
Job Training Services
2017 Cunningham Drive, Suite 300
P.O. Box 7489
Hampton, VA 23666
804/838-5206

XIV. Southeastern Virginia Job Training Administration

Jurisdictions:

Counties	Cities
Isle of Wight	Chesapeake
Southampton	Franklin
	Norfolk
	Portsmouth
	Suffolk
	Virginia Beach

Administrative Entity:
Southeastern Virginia Job Training Administration

Grant Recipient:
Same

Administrator:
Mr. Richard Sciullo, Executive Director
Southeastern Virginia Job Training Administration
861 Glenrock Road
Circle East Office Building, Suite 223
Norfolk, VA 23502
804/461-3945